A Multidimensional Study on Breaking the Intergenerational Cycle of Poverty Among Economically Disadvantaged College Students and Establishing a Long-term Mechanism for Financial Aid and Student Development

Based on the Career Development of Economically Disadvantaged College Students at Z University in Z City

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ABSTRACT

The superposition of multiple factors such as family economy, social environment and educational resources is the main reason for the formation of economically disadvantaged college students. Blocking the intergenerational transmission of poverty is the core proposition of colleges and universities to subsidize education, promote educational equity and consolidate the achievements of poverty alleviation. This paper systematically analyzes the weight of individual efforts, family capital and policy support in the blocking of intergenerational transmission of poverty, explores the group differences between economically disadvantaged and non-economically disadvantaged college students in personality traits, values and social adaptability, and explores the long-term mechanism and existing shortcomings of subsidized education in the new era from the perspective of tracking workplace graduates. This paper puts forward the optimization path from the aspects of the combination of supporting will and wisdom, the upgrading of precise education, and the construction of long-term tracking mechanism, so as to provide theoretical reference and practical support for improving the development-oriented funding system of colleges and universities and completely blocking the intergenerational transmission of poverty.

Keywords: *Economically disadvantaged college students, Intergenerational poverty block, Employment assistance, Long-term funding for education.*

1. INTRODUCTION

In recent years, with the comprehensive elimination of absolute poverty in China, poverty governance has entered a new stage of relative poverty governance and long-term prevention of poverty return. As a fundamental measure to block the intergenerational transmission of poverty, poverty alleviation through education has become an important starting point for the education work of colleges and universities in the new era. At present, China has established a diversified funding system covering all academic sections and students from families with financial difficulties, realized the transformation from "guarantee funding" to "development funding", and effectively solved the basic problem of poor college students' "difficulty in going to school". At the same time, from the perspective of high-quality development, the development dilemma of economically disadvantaged college students has changed from single material poverty to multi-dimensional poverty problems such as ability poverty, psychological poverty and resource poverty.

Among the many factors that affect the poverty alleviation and success of poor college students, what are the core variables of individual subjective efforts, native family capital, and national policy support to block the intergenerational transmission of poverty? Meanwhile, does the original poverty environment shape the unique personality traits and value system of economically disadvantaged college students, so that they form a stable group difference with non-poor college students? At present, has the employment assistance work in colleges and universities achieved the goal of "supporting the horse, sending a journey, and stabilizing the life"? The lack of follow-up research on graduate workplace groups has also made it difficult to quantify and optimize the long-term impact of subsidized education. [2] Xie Yuxiang (2020), based on the life cycle model and the generation overlapping model, deeply analyzes the intergenerational transmission characteristics of poverty, points out that the unfavorable factors within the family are transmitted from the father to the offspring, so that the offspring continue the poverty status of the father in adulthood, and emphasizes that the childhood poverty experience is the main predictor of adult income. Education, as an important way of human capital accumulation, should play a key role in blocking this process. [3] From the macro perspective of education poverty alleviation, Niu Meiling et al. (2020) systematically combed the research results of education blocking intergenerational transmission of poverty at home and abroad, and demonstrated the fundamental role of education as a mobile factor in eliminating poverty and blocking intergenerational transmission. Wang Jian (2023) used the PSM and KHB methods to study the impact of family intergenerational support on the multi-dimensional relative poverty of young people. The study found that in the context of urbanization, family intergenerational support has a downward trend, and family intergenerational relations directly affect the poverty status of two generations, revealing the complex mechanism of intergenerational support in alleviating youth poverty. In summary, the existing research has profoundly revealed the internal logic and life cycle characteristics of intergenerational transmission of poverty from multiple dimensions such as theoretical model construction, regional feature analysis, education blocking mechanism and family intergenerational support, which provides a solid theoretical basis for colleges and universities to formulate accurate blocking policies and measures.

Based on the theory of multidimensional poverty and human capital theory, combined with the current situation of the practice of subsidizing and educating people in colleges and universities, this paper clarifies the logic of the three elements, analyzes the differences of student groups, evaluates the effectiveness of employment assistance, and judges the long-term value of educating people. The purpose of this paper is to solve the practical problems of "emphasizing assistance, ignoring long-term effect, emphasizing blood transfusion, ignoring hematopoiesis" in the current funding work, and to build a sustainable intergenerational blocking education system for poverty.

2. THREE-DIMENSIONAL GAME: ANALYSIS OF THE DECISIVE FACTORS OF BLOCKING INTERGENERATIONAL TRANSMISSION OF POVERTY

Higher education is the core of breaking the cycle of intergenerational transmission of poverty, which is the intergenerational reproduction of family economic, cultural and social capital. The three elements of personal effort, family capital and policy support are intertwined and synergistic, but there are essential differences in the level of action, influence timeliness and decision weight of the three, among which personal endogenous development ability is the core decisive factor.

2.1 Family Capital: Initial Constraints and Bottom Shackles of Intergenerational Transmission of Poverty

Family capital includes economic capital, cultural capital and social capital, which is the basic incentive for the formation of economically disadvantaged college students and the core shackles that restrict their early development. From the perspective of economic capital, the income level of poor families is low and their ability to resist risks is weak. It is not only difficult to bear the developmental costs of skills training, social practice, further education and other development costs outside higher education, but also may force students to give priority to high-paying fast-growing majors and give up opportunities for scientific research and further study due to family burdens, falling into the dilemma of “short-sighted development”. From the perspective of cultural capital, parents of poor families are relatively low

in education, lack of scientific educational guidance concepts, and cannot provide students with academic guidance, career planning, and value guidance, resulting in limited early vision and insufficient cognitive pattern of students. From the perspective of social capital, the social circle of poor families is narrow and the resources are scarce. It is impossible to provide students with social resources such as internship channels, employment referrals, and network support, which makes them at a certain disadvantage in employment competition and social integration. [4]

The lack of family capital is a pre-existing and basic factor in the intergenerational transmission of poverty. It determines that the starting point of the development of economically disadvantaged college students is lower than that of non-poor students, and it is also the source of various difficulties in their growth process. However, family capital is an irreversible ascribed factor, which can only restrict the starting point of development and cannot determine the end point of development. The growth practice of “a noble son from a humble family” has proved that the poverty of the original family is not the decisive cause of lifelong poverty. Only relying on family capital can not achieve poverty breakthrough, nor can it block intergenerational transmission. [5]

2.2 Policy Support: External Guarantee and Empowerment Support for Poverty Alleviation

The funding support policies of the state and universities are the key external factors to break the short board of family capital and ensure the equal development rights of economically disadvantaged college students, and also the institutional cornerstone to block the intergenerational transmission of poverty. At present, China has formed a six-in-one full-coverage funding system of "award, loan, assistance, diligence, subsidy and exemption". Through multiple measures such as national grants, inspirational scholarships, student loans, employment subsidies, and work-study assistance, the material problems such as tuition fees and living expenses of poor college students have been completely solved, and the bottom line of "not letting a student lose school due to poverty" has been firmly established. [6]

In addition to the basic guarantee, the funding policy in the new era has gradually extended to intellectual support, aspiration support and employment empowerment. Through diversified educational measures such as academic assistance, psychological counseling, career planning and skills training, it makes up for the resource and ability shortcomings of economically disadvantaged college students and effectively supplements the development disadvantages caused by insufficient family capital. Policy support has built a platform for equal competition for economically disadvantaged college students and provided necessary resource support and institutional guarantee for their development.

However, the essence of policy support is “exogenous empowerment”, which belongs to external blood transfusion assistance, and has passive and phased characteristics. Policies can ensure that students can successfully complete their studies and obtain basic development resources, but they cannot be directly transformed into students' personal ability, professional quality and long-term competitiveness, and cannot fundamentally eliminate poverty thinking and crack ability poverty. If students cannot give full play to their subjective initiative, then perfect policy support can only achieve short-term poverty alleviation, and it is difficult to achieve the ultimate goal of long-term success and blocking intergenerational poverty.

2.3 Personal Efforts: the Core Decisive Factor to Block the Intergenerational Transmission of Poverty

Compared with the congenital constraints of family capital and the external empowerment of policy support, the subjective efforts, endogenous motivation and self-development ability of economically disadvantaged college students are the decisive and fundamental factors to block the intergenerational transmission of poverty. From the perspective of human capital accumulation logic, family capital determines the starting point of development, policy resources provide development conditions, and personal efforts determine the efficiency of resource utilization, the speed of ability improvement and the ultimate height of development.

On the one hand, personal efforts can achieve resource transformation. In the face of the same funding policy and campus resources, the development results of different students are completely different. Poor students with sufficient endogenous motivation can make full use of the policy dividend to make up for their academic shortcomings, actively participate in practical training, actively improve their comprehensive

ability, and transform external resources into their own human capital. Students who lack subjective efforts are easy to fall into “policy dependence”, passively accept help, passively respond to growth, and ultimately find it difficult to get rid of poverty. On the other hand, personal efforts can break through the shackles of thinking. The core of intergenerational transmission of poverty is not only economic poverty, but also thinking poverty and cognitive poverty. Only through personal continuous learning, active breakthrough and self-innovation can poor college students break the cognitive limitations of their original families, get rid of conservative, cowardly and short-sighted poverty thinking, establish long-term career planning and life goals, and realize the all-round leap from "material poverty alleviation" to "spiritual poverty alleviation and ability poverty alleviation".

In summary, the decisive factors of blocking the intergenerational transmission of poverty form the development logic of “family setting the starting point, policy guarantee process, individual setting the end point”. Family capital is the restrictive factor, policy support is the guarantee factor, and individual endogenous efforts and self-empowerment are the decisive factors to block the intergenerational transmission of poverty.

3. THE LONG-TERM IMPACT AND EXISTING DILEMMA OF FUNDING EDUCATION FROM THE PERSPECTIVE OF TRACKING

Through the follow-up study of the career development of poor graduates, it can be found that the work of subsidizing and educating people in colleges and universities in the new era has significant long-term positive value, but at the same time, there are institutional shortcomings, and the long-term, sustainability and accuracy of educating people still need to be optimized.

3.1 Long-term Positive Impact of Funding for Education

Firstly, it has laid a solid foundation for the bottom of poverty alleviation. Long-term financial assistance, ideological guidance and ability cultivation have completely changed the growth trajectory of economically disadvantaged college students. It not only helps them successfully complete their studies and achieve economic self-reliance, but also cultivates their tough will, pragmatic style and grateful mentality. It helps them get rid of the shackles of original poverty thinking, establishes the correct values of striving for success, and lays the foundation of personality and ability for lifelong development. Second, it has achieved the initial blocking of intergenerational poverty. Through higher education empowerment and employment assistance, a large number of poor graduates have achieved high-quality employment, which not only achieves personal development, but also feeds back families, improves family economic conditions, and effectively breaks the intergenerational chain of poverty. Thirdly, it has cultivated positive social value orientation. The integrity education, gratitude education and responsibility education in the process of subsidizing education enable poor graduates to have a stronger sense of social responsibility. Most graduates take the initiative to devote themselves to grassroots construction and public welfare undertakings, realizing the virtuous cycle of “receiving help, self-help and helping others”, highlighting the social value and significance of subsidizing education.

3.2 The Existing Difficulties in the Long-term Development of Subsidized Education

First, there are shortcomings in the dimension of education, focusing on material assistance and neglecting spiritual cultivation. The funding work of some colleges and universities still stays at the economic bottom level, and the spiritual education of economically disadvantaged college students, such as psychological counseling, thinking remodeling, self-confidence cultivation, and pattern improvement, is insufficient. As a result, although some students get rid of material poverty, they still have psychological poverty, thinking poverty, and insufficient stamina for workplace development. Second, there is a fault in the education cycle, focusing on school cultivation and ignoring school leaving tracking. The work of subsidizing education has not yet formed a full-cycle system of "school cultivation - graduation assistance - workplace tracking - long-term empowerment". The mode of assistance that terminates when leaving school makes it difficult to continuously implement the effectiveness of education. Thirdly, the accuracy of education is insufficient, and homogenization assistance is difficult to adapt to individual needs. There are significant differences in the ability shortcomings, career demands and development

dilemmas of different poor students. However, at present, colleges and universities mostly adopt a unified and large-scale support model, lacking a one-to-one long-term personalized training program, which is difficult to adapt to the differentiated needs of graduates' long-term career development. Fourth, the cultivation of endogenous motivation is insufficient, and some students have policy dependence psychology. A small number of poor students passively accept help, lack the endogenous motivation of active struggle and self-breakthrough, and it is difficult for policy dividends to be transformed into long-term development capabilities, which restricts the long-term value of subsidized education.

4. CONSTRUCTING A LONG-TERM FUNDING EDUCATION SYSTEM TO BLOCK INTERGENERATIONAL POVERTY

4.1 Anchoring Core: Focusing on Endogenous Power Cultivation and Strengthening Decisive Empowerment

Colleges and universities should be based on the core logic of "personal efforts are the decisive factor", and take the support of ambition and wisdom as the core grasp of subsidizing education, so as to break the poverty of thinking and stimulate endogenous motivation. Based on the career development construction of economically disadvantaged college students in Z school of Z city, Z school carries out inspirational education, gratitude education and struggle spirit education in a normalized way, guides economically disadvantaged college students to abandon policy dependence, get rid of inferiority and negative mentality, and establish the concept of independent success and lifelong struggle. At the same time, there is a must to build an exercise platform for academic competition, social practice, volunteer service, innovation and entrepreneurship, encourage students to take the initiative to break through themselves, accumulate ability capital, and actively transform external policy empowerment into their own core competitiveness, so as to fundamentally build the core foundation of intergenerational interruption of poverty.

4.2 Precise Education: Making up for the Shortcomings of Group Characteristics and Narrow the Development Differences

Colleges and universities carry out differentiated and precise education for the psychological shortcomings, ability shortcomings and adaptation shortcomings of economically disadvantaged college students. Z school has established a dynamic tracking mechanism for poor students' psychology, and carried out psychological counseling, group activities and social training regularly, so as to help them overcome their inferiority sensitive psychology and improve their self-confidence and social ability. It is necessary to optimize the talent training mode, carry out targeted training in humanistic literacy, innovative thinking, and workplace adaptation ability, make up for its shortcomings in comprehensive ability, and narrow the gap in social adaptation between non-poor college students. At the same time, we should protect and carry forward the advantages of poor students' tenacity, pragmatism and gratitude, so as to achieve their all-round development.

4.3 Extending the Chain: Improving the Whole Cycle of Assistance, and Truly Realizing the “Supporting the Horse to a Journey”

Colleges and universities should break the cycle limitation of school assistance and build a full-cycle employment assistance system of "school cultivation + graduation connection + workplace tracking". During the period of school, Z school deepens precise employment empowerment, customizes personalized career development programs, and strengthens practical training in the workplace; in the early stage of graduation, it can carry out job search support and workplace adaptation guidance to help graduates quickly stand firm. After entering the job, the school can establish a graduate tracking file, through regular return visits, online guidance, resource docking, professional advanced training, etc., relying on the alumni association platform, establish an alumni home to continuously solve the dilemma of its workplace development, escort career growth throughout the process, and truly achieve “supporting, sending a journey, and stabilizing the long-term”.

4.4 Improving the Mechanism: Building a Multi-dimensional and Coordinated Long-term Funding Education System

There is a must to integrate the resources of the government, universities, society and families to build a multi-dimensional and coordinated long-term education mechanism. The government continues to optimize the funding policy and improve the policy system of bottom guarantee and development empowerment; colleges and universities focus on the fundamental task of fostering virtue through education, and promote the comprehensive transformation of funding work from "guarantee" to "development" [7]; the society builds a platform for internship employment and public welfare assistance to provide long-term resource support for poor students; we should strengthen home-school coordination, guide poor families to establish a scientific education concept, and optimize the family education environment. At the same time, a dynamic evaluation mechanism for the effectiveness of subsidized education is established, combined with the tracking data of graduates' workplaces, the education model is continuously optimized, and the long-term, accurate and high-quality subsidized education is realized.

5. CONCLUSION

At present, the employment assistance in colleges and universities has successfully achieved the phased goal of "helping the horse", but due to the lack of long-term tracking and empowerment after leaving school, the educational effect of "sending a journey" has not been fully achieved. In the new era, the work of subsidizing and educating people in colleges and universities must jump out of the traditional thinking of single material assistance, based on the perspective of multi-dimensional poverty governance, take cultivating students' endogenous motivation as the core, focus on accurately filling the short board of ability, and support the long-term assistance of the whole cycle. It is necessary to continue to optimize the system of subsidizing and educating people, solve deep-seated problems such as psychological poverty, ability poverty, and development poverty, truly realize the transformation from "short-term poverty alleviation" to "long-term success", completely block the intergenerational transmission of poverty, and build a talent foundation for educational equity and common prosperity.

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